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AUTHOR Stewart, James C., Comp.
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ABSTRACT

The program document provides games and activities for primary and elementary grades which may be adapted to various career clusters. Most of the games may be constructed by the class. Illustrations and diagrams are provided, and each game specifies the grade level for which it is intended. (Author/MF)

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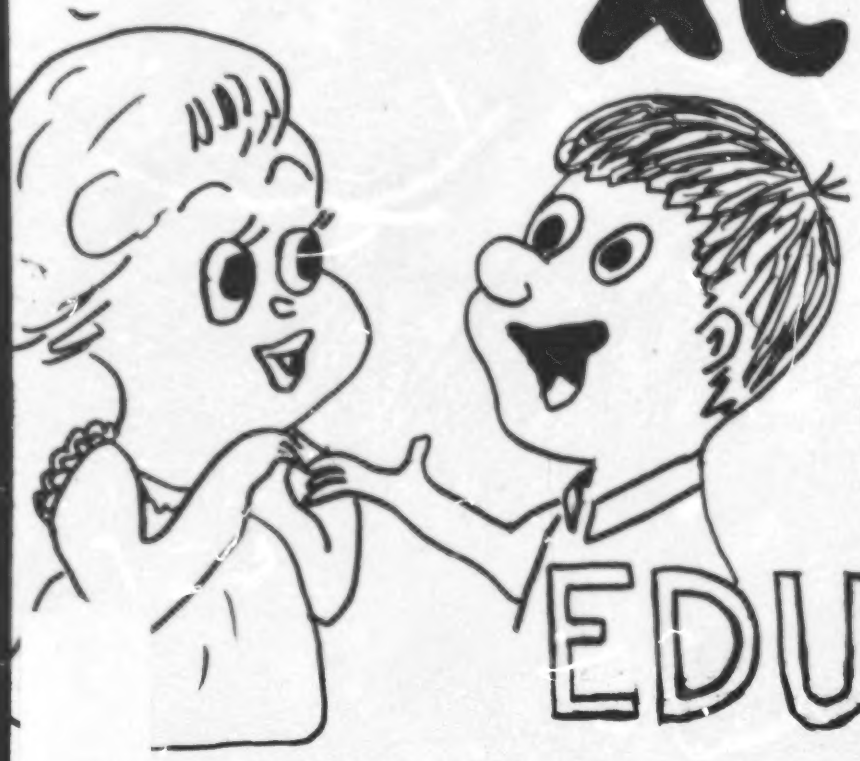
GAMES AND ACTIVITIES



FOR

CAREER EDUCATION

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Manual for Career Education

Compiled and Edited by

James C. Stewart
Curriculum Coordinator

Curriculum Guide

School Programs in Career Education
Bruce Hinton, Director
Phyllis Morelock, Guidance Coordinator

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GAMES AND ACTIVITIES
FOR CAREER EDUCATION

SPELL A JOB
(3-6)

THIS GAME CAN BE PLAYED IN SMALL GROUPS. EACH GROUP SELECTS A LEADER. THE LEADER THINKS OF A JOB, WRITES IT DOWN, AND THEN SAYS THE FIRST LETTER OF THE WORD. THE NEXT STUDENT TO THE LEFT TRIES TO GUESS WHAT THE JOB IS BY ADDING A SECOND LETTER. IF THIS IS INCORRECT, THE LEADER SHAKES HIS OR HER HEAD "NO" AND THE NEXT STUDENT TRIES. IF THE STUDENTS CANNOT GUESS THE SECOND LETTER BEFORE THE WORD GETS BACK TO THE LEADER, THE LEADER PROVIDES THE SECOND LETTER AND AGAIN THE STUDENTS ATTEMPT TO GUESS THE THIRD LETTER AND SO ON UNTIL THE WORD IS COMPLETELY SPELLED.

FEED BACK
(2-6)

THIS GAME IS TO TEST THE STUDENTS REACTION TIME AS WELL AS HIS KNOWLEDGE ABOUT JOBS AND TOOLS.

THE CLASS MAY BE DIVIDED INTO TWO TEAMS. EACH TEAM MAY CHOOSE A WORKER OR A TOOL. A PLAYER FROM ONE TEAM SAYS "HAMMER". THE STUDENT WHOSE TURN IT IS ON THE OTHER TEAM MUST RESPOND WITH THE NAME OF A WORKER WHO USES A HAMMER, SUCH AS "CARPENTER". EACH STUDENT HAS FIVE SECONDS TO RESPOND. IF ANY MEMBER OF HIS TEAM SPEAKS OUT AND ANSWERS FOR HIM, THAT STUDENT IS OUT. IF A STUDENT MENTIONS A WORKER WHO ISN'T LIKELY TO USE THAT TOOL, THEN HE MUST EXPLAIN HOW THE WORKER WOULD USE IT.

BEAN BAG FEED BACK
(K-1-2)

THIS IS A SIMPLER FORM OF THE PREVIOUS GAME. THE STUDENTS SIT IN A CIRCLE. THE LEADER HOLDS A BEAN BAG. HE SELECTS A STUDENT AND TOSSES HIM THE BEAN BAG, AND AT THE SAME TIME GIVES THE NAME OF A JOB OR A TOOL. THE STUDENT CATCHING THE BEAN BAG MUST TELL WHAT THE WORKER DOES OR WHAT THE TOOL IS USED FOR. IF HE ANSWERS CORRECTLY, HE BECOMES THE LEADER. IF NOT, THE LEADER CONTINUES THROWING THE BEAN BAG UNTIL A STUDENT DOES ANSWER CORRECTLY.

SCRABBLE
(3-6)

BRING THE GAME SCRABBLE TO CLASS. INSTEAD OF JUST FORMING WORDS, HAVE THE STUDENTS SPELL OUT JOB TITLES.

OUT
(2-6)

THIS IS A LISTENING EXERCISE. SUGGEST A JOB CLUSTER. HAVE STUDENTS NAME AS MANY JOBS AS THEY CAN FROM THAT CLUSTER. HAVE TWO STUDENTS WRITE DOWN EACH NEW JOB MENTIONED. IF A STUDENT MENTIONS THREE JOBS THAT HAVE ALREADY BEEN MENTIONED, THE STUDENT IS OUT. THIS ACTIVITY SHOULD COME AT THE END OF A CLUSTER STUDY. ONE STUDENT WITH A LIST OF ALL THE STUDENTS KEEPS SCORE. EACH TIME HE REPEATS A JOB HE GETS A LETTER FROM THE WORD OUT.

WORKER SPELLING BEE
(2-6)

THIS WOULD BE CONDUCTED IN THE SAME WAY SPELLING BEES ARE CONDUCTED WITH THE CLASS DIVIDED IN TWO TEAMS. THE DIFFERENCE IS THAT THE WORDS ARE NAMES OF JOBS OR OTHER VOCABULARY WORDS RELATING TO JOBS.

CLUSTERS LAST STAND
(3-6)

CLASS IS DIVIDED INTO TWO TEAMS. STUDENTS ARE ARRANGED IN TWO ROWS FACING EACH OTHER. EACH STUDENT CHOOSES ONE JOB FROM ONE CLUSTER. HE REVEALS HIS CLUSTER BUT NOT HIS JOB. HIS JOB IS WRITTEN ON A PIECE OF PAPER KEPT BY THE SCORE KEEPER. THE STUDENT FROM THE OTHER TEAM HAS THREE CHANCES TO GUESS THE OCCUPATION. IF HE CANNOT, HE GOES TO THE BACK OF THE LINE. IF HE GETS IT CORRECT, THEN HIS TEAM SCORES A POINT AND IT IS HIS TURN TO SELECT A CLUSTER AND A JOB WITHIN THAT CLUSTER.

GUESS THE TOOL
(K-3)

STUDENT SEATED IN CIRCLE. THE LEADER THINKS OF A TOOL AND WRITES THE NAME OF IT ON A PIECE OF PAPER AND PUTS IT IN HIS POCKET. (THE STUDENT MAY TELL THE TEACHER THE NAME OF THE TOOL IN THE CASE OF KINDERGARTEN CHILDREN.) HE TELLS THE WORKER WHO USES THE TOOL. BEGINNING AT THE LEFT EACH STUDENT GUESSES WHICH TOOL IT IS. THE STUDENT GUESSING CORRECTLY REPLACES THE LEADER. IF THE STUDENTS ARE STUMPED THE LEADER MAY GIVE CLUES EACH TIME AROUND.

CAREER EDUCATION ALPHABET GAME
(2-3)

THE CLASS IS DIVIDED INTO FOUR OR FIVE GROUPS. EACH CHILD IS GIVEN THE NAME OF A WORKER. WHEN THE TEACHER SAYS GO, THE STUDENTS REARRANGE THEMSELVES ALPHABETICALLY ACCORDING TO THE FIRST LETTER OF THE JOB TITLE. THE FIRST GROUP TO CORRECTLY ARRANGE THEMSELVES ALPHABETICALLY WINS.

I AM PLUMBER
(2-6)

THIS GAME HAS SOME RESEMBLANCE TO "WHAT IS MY LINE." THREE STUDENTS TAKE THE PART OF A PLUMBER OR SOME OTHER WORKER. EACH PRETENDS TO BE WHAT EVER THE JOB IS; HOWEVER, THEIR KNOWLEDGE OF THE JOB CONTAINS CERTAIN FACTS THAT ARE NOT CORRECT. ONLY ONE WORKER WILL GIVE ALL OF THE RIGHT ANSWERS. THE STUDENTS LISTEN AND TRY TO DECIDE WHICH IS THE REAL PLUMBER, ETC. THE STUDENTS MIGHT BE ALLOWED TO WORK IN GROUPS OF THREE IN ORDER TO STUDY A PARTICULAR JOB IN DEPTH AND TO PREPARE THEIR PARTS. THE CLASS MIGHT LIKE TO SET UP A PANEL OF EXPERTS (THREE OR FOUR STUDENTS) OR THE WHOLE CLASS CAN PARTICIPATE IN THE QUESTIONING.

WORKERS TOOLS
(3-6)

NAME A WORKER. GIVE THE STUDENTS TWO MINUTES TO WRITE DOWN ALL THE TOOLS THEY CAN THINK OF THAT THIS PERSON WORKS WITH.

THE SAME GAME CAN BE PLAYED WITH THE JOB FAMILY IDEA. LET THE STUDENTS WRITE DOWN AS MANY JOBS AS THEY CAN THINK OF FROM THAT CLUSTER THAT RELATES TO THE ONE MENTIONED.

PERSONAL RELATIONS
(3-6)

SET UP A MOCK WORKER-BOSS INTERVIEW. THE STUDENTS ARE TO WATCH THE TWO AND WRITE DOWN WHAT THEY THINK WAS GOOD AND WHAT WAS NOT GOOD PERSONAL RELATIONS IN THE INTERVIEW.

JOB INTERVIEW
(4-6)

SET UP JOB INTERVIEWS. HAVE A STUDENT PRETEND THAT HE IS SEEKING A JOB. LET HIM PRESENT HIMSELF TO ANOTHER STUDENT ACTING AS EMPLOYER. EACH STUDENT HAS A SCORE CARD (PIECE OF PAPER) NUMBERED FROM ONE TO TEN.

1 2 3 4 5 6 7 8 9 10

AT THE END OF THE INTERVIEW EACH STUDENT CIRCLES A NUMBER BETWEEN ONE AND TEN INDICATING WHETHER HE THINKS THE INTERVIEWEE SHOULD OR SHOULD NOT GET THE JOB. THE INTERVIEWEE MUST MAKE AN AVERAGE OF SIX IN ORDER TO GET THE JOB. THE STUDENTS CAN TABULATE THE SCORE ON THE CHALKBOARD AS A MATH PROJECT. THE HIGHER THE NUMBER THE BETTER THE RATING.

THE PERFECT PERSON
(SELF-CONCEPT)
(4-6)

HAVE STUDENTS WRITE A COMPOSITION ENTITLED, "THE PERFECT PERSON." THE RESULT WILL PROBABLY BE DESCRIPTIONS OF A LOT OF HIGHLY UNLIKELY PEOPLE. TAKE SOME OF THE MOST RIGHTEOUS AND ASK THE STUDENTS, "COULD A PERSON BE THIS PERFECT?" THE ANSWER WILL PROBABLY BE NO. EVERYONE HAS SOME FAULTS. HAVE THE STUDENTS REWRITE THE COMPOSITION ONLY THIS TIME HAVE THEM TELL HOW THEIR PERSON TRIES TO IMPROVE HIMSELF AND CORRECT HIS FAULTS.

UNSCRAMBLE ME
(3-6)

WRITE THE NAME OF A JOB ON THE BOARD IN WHICH THE LETTERS ARE NOT IN THEIR PROPER ORDER. THE CHILDREN MUST CHANGE THE LETTERS AROUND UNTIL THE CORRECT SPELLING IS OBTAINED.

A R B R B E

THE DOT OVER THE FIRST LETTER OF THE WORD GETS THEM STARTED.

UNSCRAMBLE ME
(K-1-2)

THE SAME ACTIVITY CAN BE DONE AT LOWER GRADES IN WHICH THE TEACHER CAN DEAL WITH LETTERS OF THE ALPHABET, NUMBERS AND JOBS ALL AT ONCE. WRITE DOWN THE TITLE OF A JOB SCRAMBLED.

2 6 4 8 1 5
A R B R B E

IN THIS EXERCISE THE TEACHER COULD HAVE SEVERAL JOBS LISTED. THE STUDENT'S JOB IS TO UNSCRAMBLE THEM BY THE NUMBERS. THE SAME THING MIGHT BE DONE WITH EVEN NUMBERS.

4 12 8 6 2 10
A R B R B E

THE SAME COULD BE DONE WITH ODD NUMBERS OR ROMAN NUMERALS.

II IV VI III I V
A R B R B E

VOCABULARY
(1-6)

AFTER STUDYING A CLUSTER FOR SOMETIME, HAVE EACH CHILD GIVE ONE WORD HE HAS LEARNED ABOUT THAT CLUSTER. THE TEACHER CAN WRITE THE WORDS ON THE BOARD.

ON MY WAY TO WORK
(1-6)

THIS IS A GAME FOR IMPROVING LISTENING AND MEMORY SKILLS. ONE CHILD BEGINS, "ON MY WAY TO WORK I MET A BUTCHER." THE NEXT STUDENT REPEATS, "ON MY WAY TO WORK I MET A BUTCHER AND A PLUMBER." EACH CHILD IN TURN REPEATS ALL THE PREVIOUS JOBS AND ADDS ONE.

MISSING JOB GAME
(1-6)

LIST FIVE OR SIX JOBS ON THE BOARD ONE BELOW THE OTHER.

BUTCHER
BAKER
BARBER
BINDER
PLUMBER

LET THE STUDENTS STUDY THE JOBS FOR A SECOND AND THEN CLOSE THEIR EYES. THE TEACHER NOW ERASES ONE JOB. STUDENTS ARE NOT ALLOWED TO WRITE THE LIST OF JOBS. THE FIRST STUDENT TO REMEMBER THE MISSING JOB WINS.

A VARIATION WOULD BE TO LET A STUDENT PANTOMIME THE MISSING JOB AND LET THE OTHERS GUESS IT.

JOB MATCHING
(2-4)

WRITE FIVE JOB TITLES ON THE BOARD. BESIDE THEM WRITE JOB FACTS (THERE MAY BE MORE THAN FIVE) PERTAINING TO THE FIVE JOBS LISTED. THE STUDENTS MAY DRAW LINES CONNECTING THE RELATING PARTS OR THEY MAY REWRITE THE LIST ON THEIR PAPER PAIRING THE LIKE PARTS.

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WHO WORKS HERE
(4-6)

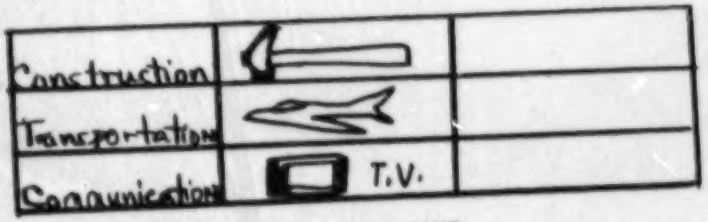
NAME A BUSINESS AND THEN NAME ALL THE PEOPLE WHO WORK HERE.

JOBS IN A CLUSTER
(2-6)

THE CHILD MAY ENJOY COMPILING A LIST OF THE NUMEROUS JOB OPPORTUNITIES IN A PARTICULAR CLUSTER. SET A TIME LIMIT AND DETERMINE THE WINNER BY THE NUMBER OF JOBS LISTED.

MAGIC SQUARES
(4-6)

EACH ROW ACROSS HAS THE NAME OF A JOB CLUSTER AND/OR A TOOL FROM A JOB. IN THE COLUMN TO THE RIGHT WRITE IN THE JOB TITLE.



THE WORKER'S HAT GAME
(K-1-2)

THIS IS FOR K-1-2. THE TEACHER OBTAINS OR MAKES FROM CONSTRUCTION PAPER OR OTHER MATERIAL, HATS WORN BY CERTAIN WORKERS: CONSTRUCTION WORKER, NURSE, PILOT, FIREMAN, ETC. THESE ARE PLACED IN A BOX. THE CLASS IS DIVIDED IN TWO TEAMS. ONE STUDENT FROM EACH TEAM IS ASSIGNED ONE OF THE JOBS. THE TEACHER CALLS OUT THE NAME OF A JOB. THE TWO STUDENTS ASSIGNED THIS JOB GO TO THE BOX AND LOOK FOR THE HAT FOR THEIR JOB. THE FIRST ONE TO FIND THE HAT PUTS IT ON AND RETURNS TO HIS TEAM.

THE BEST OR WORST THING
(3-6)

INSTRUCT THE CHILDREN TO WRITE A PARAGRAPH DESCRIBING THE VERY BEST OR WORST THING THAT HAS EVER HAPPENED TO THEM WHILE WORKING.

PRETEND
(5-6)

TELL A STUDENT THAT HE IS A CONTRACTOR WORKER GETTING READY TO BUILD A HOUSE. HAVE HIM LIST ALL OF THE MATERIALS THAT HE WILL NEED.

(3-6)

START A STORY ABOUT A WORKER AND LET THE STUDENTS FINISH IT.

SELF-CONCEPT
(3-6)

NAME A WORKER. THEN ON THE BOARD WRITE THE PHRASE, "HAPPINESS IS....." HAVE EACH STUDENT WRITE AN END TO THE SENTENCE TELLING SOMETHING THAT WILL PROBABLY MAKE THIS WORKER HAPPY. THE STUDENTS MUST TELL SPECIFIC THINGS ABOUT THE JOB, SUCH AS WHAT ASPECT OF THE JOB HE LIKES BEST, ETC.

JOB BANKING
(2-6)

THE NAME OF A SKILL, THE PICTURE OF A TOOL, OR OTHER ITEMS USED ON A JOB IS DRAWN OR WRITTEN ON A 3 X 5 CARD WITH A MAGIC MARKER OR OTHER COLORED PEN. ON THE BACK OF THE CARD IS LISTED THE JOB IN WHICH THIS ITEM IS USED. THE CARDS ARE PLACED AS A DECK OF CARDS ON THE CENTER OF THE BOARD (PICTURE UP). EACH CHILD IN TURN LOOKS AT THE TOP CARD AND ATTEMPTS TO GUESS THE JOB. AFTER HE GUESSES THE STUDENT MAY REMOVE THE CARD TO SEE IF HE GUESSED CORRECTLY. IF HE DID, THEN HE RETAINS THE CARD IN HIS OWN BANK. IF HE DID NOT, THE CARD IS PLACED AT THE BOTTOM OF THE DECK. THERE MAY BE MORE THAN ONE JOB ASSOCIATED WITH EACH TOOL OR SKILL. FOR EXAMPLE, A HANDSAW MAY BE USED BY A PLUMBER, AN ELECTRICIAN AND A SHEETROCK MAN AS WELL AS A CARPENTER. A SEPARATE CARD COULD BE PREPARED FOR EACH OF THESE WORKERS. THIS HELPS GET ACROSS THE IDEA OF THE CARRY-OVER VALUE OF SKILLS. THE FIRST STUDENT TO GET TEN CARDS IN HIS BAND WINS. THIS NUMBER COULD BE INCREASED OR DECREASED DEPENDING ON TIME.

HIDDEN JOBS
(3-6)

THIS IS THE SAME IDEA AS THE HIDDEN WORD PUZZLE.

WORKER'S TRAIN
(3-6)

USING JOBS FOUND IN A PARTICULAR CLUSTER, BEGIN A WORD TRAIN. ONE CHILD NAMES ONE OF THE JOBS FOUND IN A CLUSTER. THE NEXT CHILD MUST NAME A WORKER WHO IS DEPENDENT UPON THE FIRST ONE MENTIONED.

ALPHABET WORK GAME
(3-6)

TAKE THE LETTERS OF THE ALPHABET OR CERTAIN LETTERS. LET STUDENTS WRITE DOWN AS MANY JOBS AS THEY CAN BEGINNING WITH EACH LETTER.

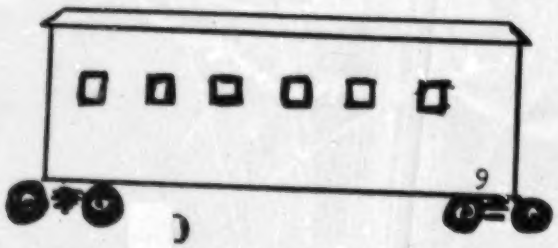
LISTENING AND FOLLOWING INSTRUCTIONS
(3-6)

THIS IS TO IMPROVE LISTENING SKILLS. TELL THE STUDENTS ABOUT A WORKER, WHAT HE DOES, HOW HE DOES HIS WORK, ETC. ASK FOR VOLUNTEERS TO GET UP AND PRETEND TO BE THAT WORKER REPEATING AS MANY THINGS AS HE CAN REMEMBER THAT THE TEACHER SAID.

A SIMILAR GAME CAN BE PLAYED IN WHICH THE TEACHER TELLS A STORY ABOUT A WORKER. SOMEWHERE IN THE STORY, SHE TELLS SOMETHING THE BOSS ASKED HIM TO DO, SUCH AS CLOSE THE DOOR, TURN OFF THE LIGHTS, OPEN THE DOOR, OPEN A WINDOW, ETC. AFTER THE STORY, THE TEACHER SELECTS A STUDENT TO DO WHAT IT WAS THE BOSS SAID DO. SHE NEED NOT TELL THE STUDENTS AHEAD OF TIME THAT THEY WILL BE DOING THE THING MENTIONED IN THE STORY.

JOB TRAIN
(K-4)

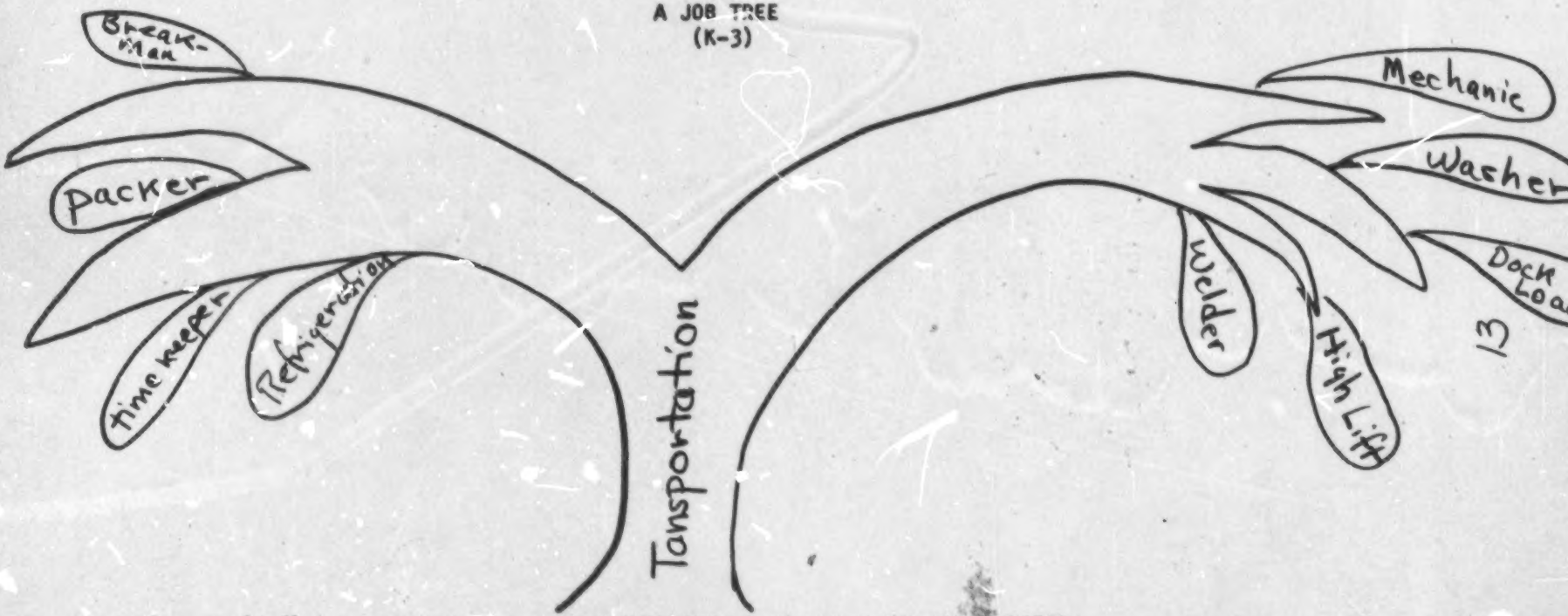
CUT OUT MULTIPLE COPIES OF A RAILROAD CAR FROM CONSTRUCTION PAPER.



EACH CHILD IS GIVEN A CAR. THE GAME BEGINS BY THE TEACHER ASKING IF THE CLASS CAN THINK OF A JOB IN A PARTICULAR CLUSTER SUCH AS TRANSPORTATION. OR WITH KINDERGARTEN STUDENTS THE TEACHER MAY ONLY WANT THEM TO MENTION ANY KIND OF JOB.

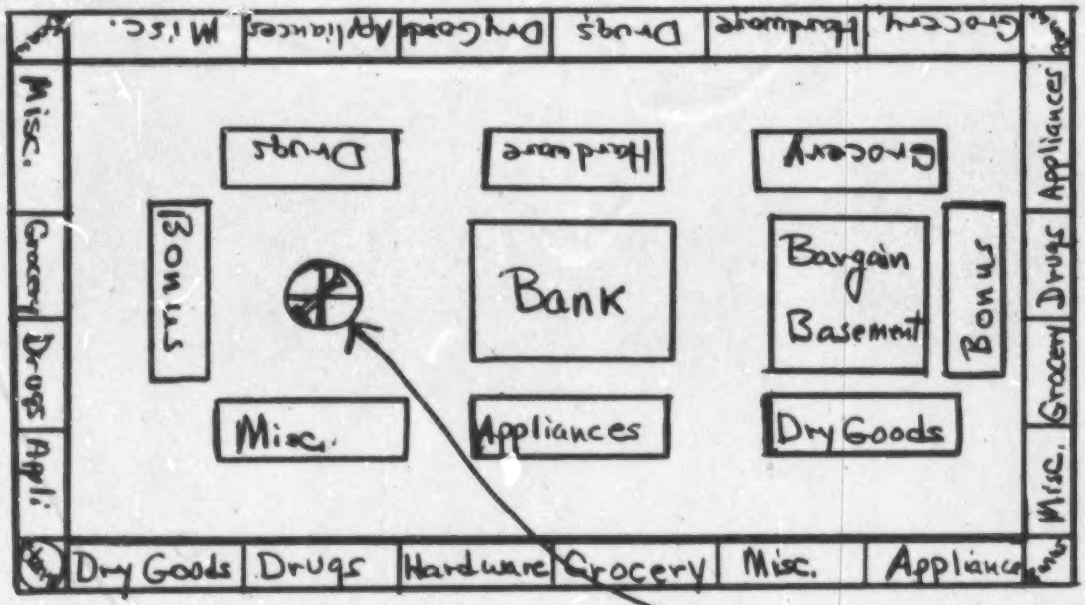
THE TEACHER CALLS ON A STUDENT. IF THE STUDENT NAMES A JOB IN ACCORDANCE WITH THE TEACHER'S INSTRUCTIONS, THE CHILD GETS TO TAKE HIS CAR TO THE CHALKBOARD, WALL OR WHEREVER AND STICK IT ON. EACH CAR SHOULD HAVE TWO ROLLS OF CLEAR TAPE ON THE BACK. THE TEACHER COULD VARY THE GAME BY ASKING FOR TOOLS FOR CERTAIN JOBS, OR SYMBOLS, COSTUMES, ETC. EACH STUDENT SHOULD WRITE HIS FIRST NAME AND LAST INITIAL ON THE TRAIN. IF HE CANNOT YET WRITE, THE TEACHER CAN HELP. IF A STUDENT ANSWERS CORRECTLY, HE MIGHT BE GIVEN A SECOND CAR. THIS SAME GAME COULD BE PLAYED WITH CARS, AIRPLANES, TANKS, DOLL BEDS.

A JOB TREE
(K-3)



IN GRADES (2-6) THE STUDENTS COULD CONSTRUCT SUCH A JOB TREE FOR ANY CLUSTER.

CONSUMER AND HOMEMAKING
SHOPPING GAME



THE SPINNER IS MADE FROM BLEACH BOTTLE PLASTIC. THE SPINNER IS ATTACHED WITH A STRAIGHT PIN.

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THE SHOPPING GAME CAN BE USED BEGINNING WITH THE 3RD OR 4TH GRADE. ITS PURPOSE IS TO HELP CHILDREN REALIZE THAT DIFFERENT PRICES MAY BE PAID FOR THE SAME ITEM. IT IS ESPECIALLY DESIGNED FOR THE CHILDREN OF LOWER ECONOMIC AREAS TO HELP THEM AND THEIR PARENTS BETTER MANAGE THEIR MONEY.

THE GAME IS EASILY AND INEXPENSIVELY CONSTRUCTED ON A PIECE OF 7/16 CARDBOARD 18" WIDE AND 36" LONG. IT IS SUGGESTED THAT THIS GAME FOLLOW A UNIT ON ECONOMICS IN WHICH THE STUDENTS STUDY BUYING AND SELLING ESPECIALLY THE FORMER. AT THE END OF THE UNIT HAVE THE STUDENTS BRING TO CLASS SALES BOOKLETS, NEWSPAPERS, SALES CATALOGS, ETC. FOUR OR FIVE STUDENTS COULD WORK TOGETHER TO CONSTRUCT ONE GAME.

EACH ITEM ON THE BOARD, SUCH AS GROCERY, DRY GOODS, ETC., IS REPRESENTED IN THE CENTER OF THE BOARD BY A SPACE WITH THIS ITEM WRITTEN ON IT. IN THESE SPACES PREPARE AND PLACE ABOUT TEN OR TWELVE 4" X 5" CARDS WITH ITEMS FROM THIS CATEGORY. FOR EXAMPLE, UNDER GROCERY MIGHT BE PREPARED A CARD FOR EGGS, BREAD, GROUND BEEF, ETC.

TO PLAY THE GAME FOUR PLAYERS ARE NECESSARY, MORE ARE POSSIBLE. EACH PLAYER HAS A PIECE (BUTTON, ETC.) WHICH HE OR SHE MOVES FROM ONE SPACE TO ANOTHER AROUND THE BOARD. ON THE BOARD IS A SPINNER WITH THE NUMBERS FROM ONE TO FOUR. THE GAME BEGINS WHEN THE PLAYERS SPIN THE SPINNER FOR HIGH NUMBER. THE FIRST PLAYER SPINS THE SPINNER AGAIN AND THEN BEGINNING AT START MOVES HIS OR HER PIECE THE NUMBER OF SPACES INDICATED ON THE SPINNER. IF THE PIECE LANDS ON GROCERY THE PLAYER TAKES A CARD FROM THIS STACK IN THE CENTER OF THE BOARD. ON THE CARD IS INDICATED THE ITEM (USUALLY BY DRAWING OR CUT OUT), THE PRICE AND THE QUANTITY IF APPLICABLE. THE STUDENT STUDIES THE CARD AND DECIDES WHETHER OR NOT THIS WOULD BE A GOOD BARGAIN. IF HE OR SHE DECIDES TO BUY, THE COST (PLAY MONEY) OF THE ITEM IS PLACED IN THE BANK IN THE CENTER OF THE BOARD. EACH STUDENT BEGINS WITH $10.00 IN PLAY MONEY.

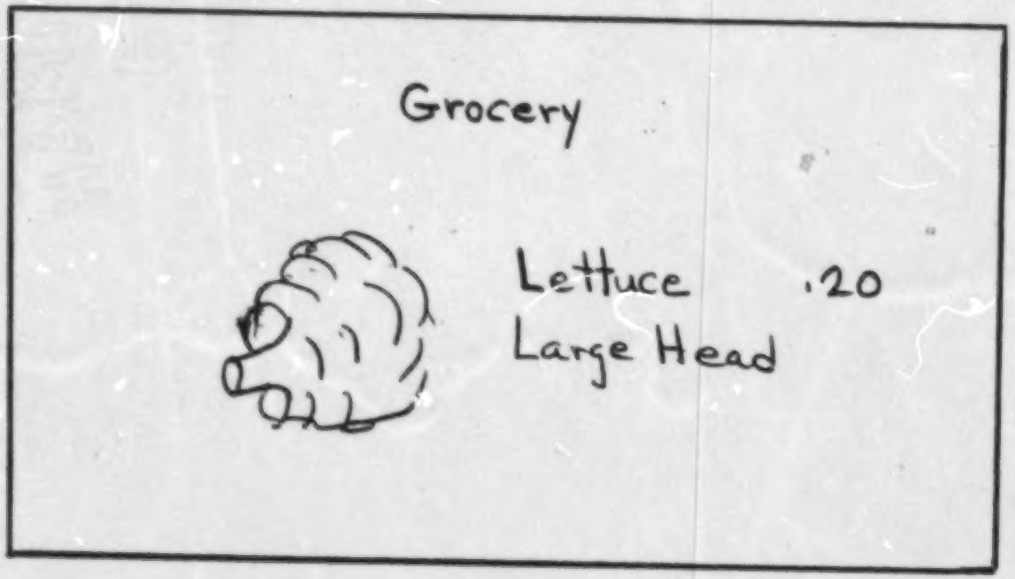
AFTER THE STUDENT HAS PAID FOR THE ITEM, THE TEACHER OR STUDENT (THE CONTROLLER) CHECKS HIS LIST TO SEE IF THE ITEM PURCHASED WAS A GOOD BARGAIN. IF IT IS, THE CONTROLLER GIVES THAT STUDENT A PLUS +. IF THE PURCHASE IS NOT A BARGAIN, THE CONTROLLER GIVES THAT STUDENT A MINUS −. THE CONTROLLER HAS A LIST OF THE MEMBERS OF BOTH TEAMS FOR KEEPING SCORE.

IF THE STUDENT DOES NOT THINK THE ITEM TO BE A GOOD BARGAIN, HE MAY PLACE IT IN THE BARGAIN BASEMENT. ONCE AN ITEM IS PLACED IN THE BARGAIN BASEMENT, IT MAY BE PURCHASED BY ANY PLAYER DURING BUT ONLY DURING HIS TURN. THE GAME EVENTUALLY GOES TO THE PERSON

WITH THE BEST KNOWLEDGE OF PRICES SINCE HE OR SHE WILL BE ABLE TO PURCHASE EXTRA BARGAINS FROM THE BARGAIN BASEMENT.

IF A STUDENT'S PIECE LANDS ON BONUS, HE OR SHE TAKES A CARD FROM THAT STACK. ON THE BONUS CARD IS AN ITEM. THE PLAYER IS ASKED TO GUESS THE PRICE OF THE SALE ITEM TO WITHIN A NUMBER OF CENTS OR DOLLARS. IF HE DOES SO CORRECTLY, HE GETS CREDIT FOR A BARGAIN. IF HE DOES NOT GUESS CORRECTLY, HE GETS NEITHER PLUS OR MINUS.

WHEN THE GAME IS OVER PLUSES AND MINUSES ARE ADDED UP AND THE MINUSES ARE THEN SUBTRACTED FROM THE PLUSES; THE STUDENT WITH THE LARGEST NUMBER OF PLUSES WINS.



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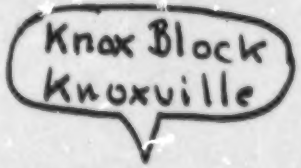
INDUSTRIES OF TENNESSEE

THIS GAME MAY BE USED AS A SELF-TEACHING DEVICE--OR IT MAY BE USED AS A TOTAL CLASSROOM ACTIVITY.

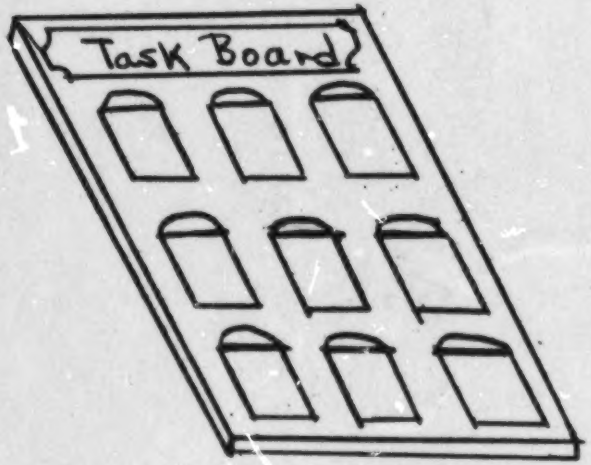
THE GAMEBOARD IS MADE FROM HEAVY CARDBOARD. ON THE MAP MAY BE REPRESENTED CITIES, LAKES, RIVERS, HIGHWAYS, ETC. OF TENNESSEE. THE STARS REPRESENT MAJOR INDUSTRIES IN THE STATE. FOR EXAMPLE, THE MARBLE INDUSTRY IS FOUND IN KNOXVILLE AS WELL AS FERTILIZER, BRICK, TIMBER, CEMENT AND OTHER INDUSTRIES. IN OAK RIDGE IS FOUND THE NUCLEAR INDUSTRY. IN KINGSPORT IS LOCATED THE LARGE KODAK CO. EACH OF THESE INDUSTRIES COULD BE REPRESENTED ON PIECES OF PLASTIC CUT FROM A BLEACH BOTTLE, SUCH AS THE FOLLOWING.



EACH INDUSTRY COULD BE REPRESENTED ON A PIECE OF PLASTIC WITH A POINTER AT THE BOTTOM. ON THE STARS ON THE BOARD MAKE A SLIT WITH A KNIFE SO THAT THE POINTER WILL GO IN. THE STUDENTS MAY PRACTICE PLACING THESE TABS ON THE BOARD WHERE EACH INDUSTRY IS LOCATED.

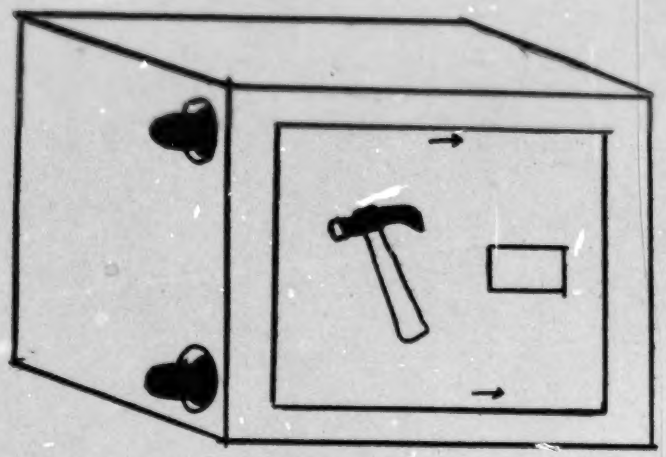
A SIMILAR GAMEBOARD COULD BE MADE FOR EACH OF THE MAJOR CITIES OF TENNESSEE OR FOR CERTAIN REGIONS OF THE STATE.

TASK BOARD



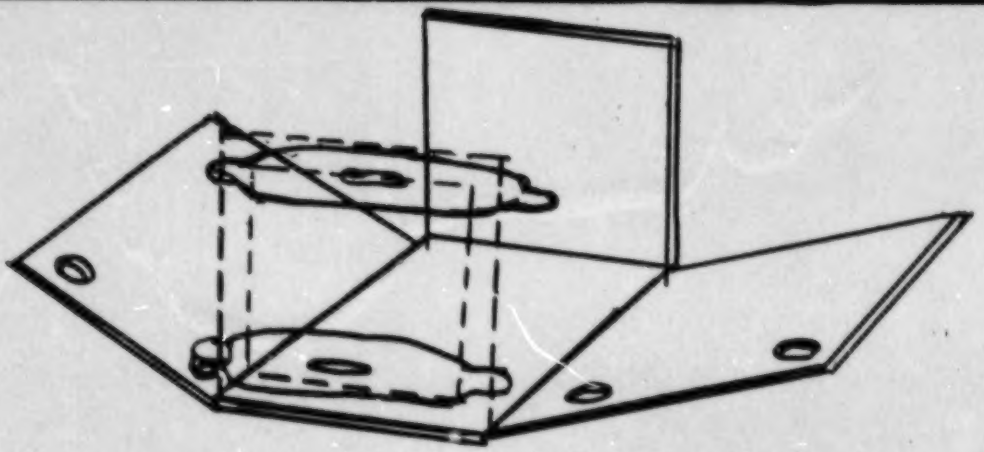
FOR TEACHERS WHO ARE SETTING UP INTEREST OR LEARNING CENTERS THE TASK BOARD COULD BE USEFULL. THE POCKETS COULD BE LABELED SUCH AS POINEERS, INVENTORS, EXPLORERS, PRESIDENTS, RIVERS, MOUNTAINS, ETC. A STUDENT COULD SELECT THE PARTICULAR ASPECT OF THE CURRENT SOCIAL STUDIES LESSON ON WHICH HE WANTS OR NEEDS TO WORK. THE CARDS COULD BE USED TO ASSIGN PROJECTS, TO ASSIGN JOBS FOR THE ROOM, TO KEEP THE ROLL ON, TO CHECK OUT OF THE ROOM (THE CARD WITH THE STUDENT'S NAME IS TURNED OVER WHEN HE OR SHE IS OUT OF THE ROOM), ETC.

CAREER EDUCATION T.V. BOX



THE T.V. BOX MAY BE MADE FROM HEAVY GAUGE CARDBOARD. OTHER MATERIALS NEEDED ARE ELMER'S GLUE ALL, A HANDSAW OR SABER SAW, MAGIC MARKERS, A PAINT BRUSH, LATEX PAINT, TWO NUMBER EIGHT COMMON NAILS AND A PAIR OF SCISSORS.

THE T.V. BOX IS, IN SOME WAYS, MORE USEFUL THAN A TELEVISION SET ITSELF BECAUSE IT ALLOWS FOR STUDENTS TO PARTICIPATE. THE STUDENT GETS TO COME UP PUT HIS HAND ON THE T.V. BOX AND DO SOMETHING OF SIGNIFICANCE. ON A ROLL OF PAPER, WHICH MAY BE REGULAR TYPING PAPER GLUED END TO END (OR BUTCHER PAPER), THE STUDENTS WITH THE TEACHER'S HELP PREPARE A TEACHING MATERIAL FOR THEMSELVES AND OTHER STUDENTS. A ROLL MAY BE DEVOTED TO A PARTICULAR CLUSTER, SUCH AS CONSTRUCTION. ON THE ROLL COULD BE REPRESENTED TOOLS USED IN CONSTRUCTION. THESE PICTURES COULD BE DRAWN OR CUT FROM OLD MAGAZINES. JUST AFTER EACH PICTURE IS PRINTED THE NAME OF THE TOOL. THIS NAME COULD BE COVERED UP WITH A FLAP SO THAT THE STUDENTS WILL HAVE THE OPPORTUNITY TO IDENTIFY THE TOOL BEFORE THEY SEE THE NAME. AFTER THE STUDENT TELLS WHAT HE THINKS THE TOOL IS, HE MAY COME UP AND LOOK UNDER THE FLAP TO SEE IF HE IS CORRECT OR NOT.



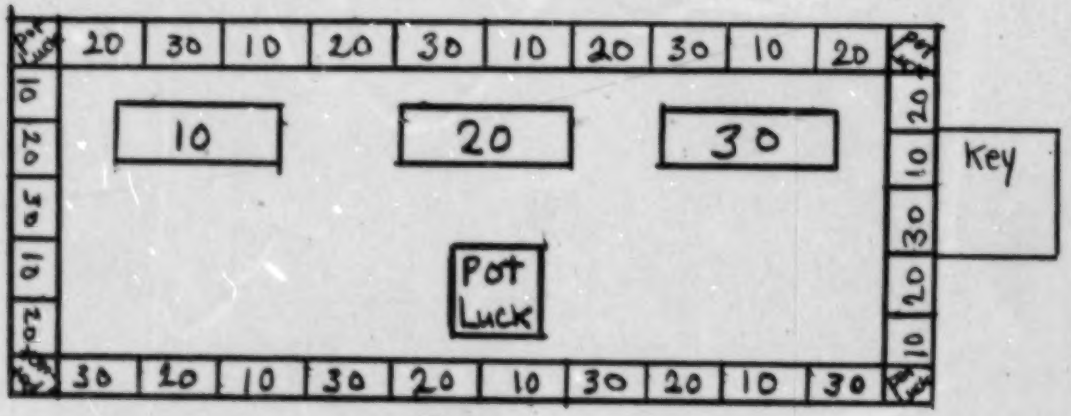
OTHER CLUSTERS SUCH AS TRANSPORTATION, COMMUNICATIONS ETC. COULD BE REPRESENTED.

CAREER EDUCATION "POT LUCK"
REVIEW BOARD

THE FOLLOWING GAMEBOARDS WERE DEVELOPED TO BE APPLIED TO MANY DIFFERENT AREAS OF THE ELEMENTARY CURRICULUM. DIFFERENT APPROACHES ARE FREQUENTLY NECESSITATED WHEN CHANGING FROM ONE DISCIPLINE TO ANOTHER.

20

POT LUCK REVIEW BOARD



THIS IS A REVIEW BOARD THAT MAY BE ADAPTED TO MANY SUBJECTS. THE GAMEBOARD IS PREPARED ON A PIECE OF 7/16 CARDBOARD 18" X 36". THE DIMENSIONS MAY BE REDUCED FOR CONVENIENCE. A SET OF QUESTIONS OR PROBLEMS OR SPELLING WORDS IS PREPARED ON 3" X 5" CARDS. THE MATERIAL TO BE REVIEWED IS DIVIDED INTO THREE LEVELS OF DIFFICULTY. THE MOST DIFFICULT QUESTIONS OR PROBLEMS ARE RECORDED ON ONE SIDE OF THE CARD AND THE NUMBER 30 IS WRITTEN ON THE OTHER SIDE WITH A MAGIC MARKER.

THE QUESTIONS OF MEDIUM DIFFICULTY ARE AWARDED THE NUMBER 20 AND THE LEAST DIFFICULT QUESTIONS ARE GIVEN THE NUMBER 10.

THE GAME IS GENERALLY SUPERVISED BY THE TEACHER, AN AIDE, OR A STUDENT. THE GAME BEGINS BY EACH PLAYER'S FLIPPING THE SPINNER. THE PERSON WITH THE HIGHEST NUMBER STARTS BY FLIPPING THE SPINNER AGAIN. THE NUMBER OF SPACES MOVED CORRESPONDS TO THE NUMBER THE ARROW POINTS TO ON THE SPINNER. IF THE PLAYER'S PIECE (ANY SMALL OBJECT WHICH HE CAN MOVE ALONG THE BOARD) LANDS ON 20, HE TAKES THE FIRST CARD FROM THE STACK MARKED 20 IN THE CENTER OF THE GAMEBOARD. HE ATTEMPTS TO ANSWER THE QUESTION OR TO WORK THE PROBLEM. IF HE DOES SO CORRECTLY, HE KEEPS THE CARD TO INDICATE THAT HE HAS EARNED THIS NUMBER OF POINTS. IF HE MISSES, THE CARD IS PLACED IN THE SPACE MARKED POT LUCK. IF A PLAYER LANDS ON EITHER OF THE THREE CORNERS MARKED POT LUCK, HE MUST TAKE A CARD FROM THIS STACK AND ATTEMPT TO ANSWER. SINCE UNANSWERED QUESTIONS FROM THE 30'S, 20'S, AND 10'S ARE PLACED IN THE SPACE MARKED POT LUCK, THE STUDENT IS, IN EFFECT, TAKING POT LUCK WHEN HE LANDS ON ONE OF THE THREE CORNERS.

THE TEACHER OR AIDE OR APPOINTED STUDENT IS DESIGNATED THE "CONTROLLER" AND IS RESPONSIBLE FOR SUPERVISING THE GAME. THE "CONTROLLER" CHECKS ALL ANSWERS ON THE KEY AND SEES TO IT THAT THE GAME IS PLAYED FAIRLY.

WHEN ALL OF THE CARDS HAVE BEEN DRAWN AND ALL QUESTIONS ANSWERED CORRECTLY, THE PLAYERS COUNT UP TO SEE WHO HAS WON. THE CONTROLLER SUPERVISES THIS ALSO.

THE GAME IS DESIGNED IN SUCH A WAY THAT IT MAY BE PLAYED BY A GROUP OF RESPONSIBLE STUDENTS WITHOUT A CONTROLLER. ONE OF THE STUDENTS MAY BE ASSIGNED THE DUTY OF CONSULTING THE KEY. NORMALLY, THE KEY IS KEPT FOLDED UNDER THE BOARD.

21

WHAT'S MY LINE

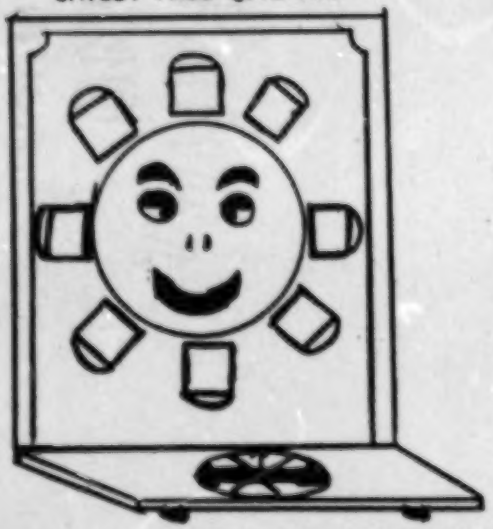
THIS GAME CAN BE USED FOR A VARIETY OF SUBJECT AREAS. FOR EXAMPLE, THE PRESIDENTS, INVENTORS, MILITARY HEROES, EXPLORERS, ETC.

THREE STUDENTS ATTEMPT TO IMPERSONATE SOME FAMOUS PERSON. EACH STUDENT BECOMES ACQUAINTED WITH THE LIFE OF THE FAMOUS PERSON INVOLVED. DIFFERING FROM THE T.V. PROGRAM, HOWEVER, THE THREE IMPOSTERS COLLABORATE IN ATTEMPTING TO FOOL THE REST OF THE CLASS. EACH OF THE THREE IS WELL VERSED IN THE LIFE OF THE PERSON, BUT ONLY ONE OF THE THREE GIVES CORRECT ANSWERS TO ALL THE QUESTIONS. THE OTHER TWO MAKE UP ANSWERS. THE CLASS MUST DECIDE WHO IS THE, SHALL WE SAY, ABE LINCOLN? THE CLASS SHOULD ALSO BE ENCOURAGED TO STUDY UP ON THE FAMOUS PERSON. THE CLASS AS A WHOLE OR A PANEL CHOSEN BY THE CLASS DOES THE QUESTIONING.

THE SAME GENERAL APPROACH IS USED FOR CAREER EDUCATION WITH THE EXCEPTION THAT A JOB OR PROFESSION IS SELECTED AND THE IMPOSTERS ARE QUESTIONED AS TO THEIR EXPERTNESS IN THE OCCUPATION IN QUESTION.

2/A

SMILEY FACE QUIZ KID

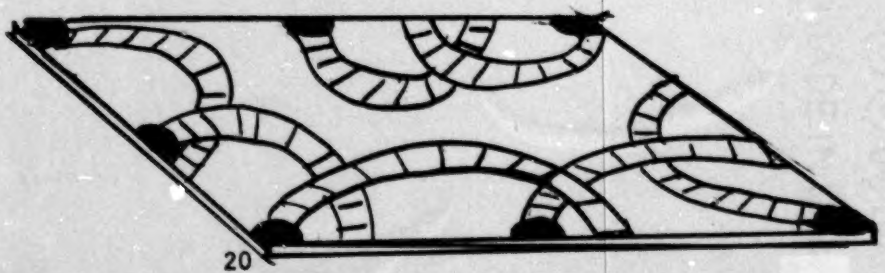


THIS GAME MAY BE USED IN SEVERAL DIFFERENT WAYS. THE POCKETS MAY REPRESENT DIFFERENT ASPECTS OF A SUBJECT. FOR EXAMPLE, IN CAREER EDUCATION ONE POCKET COULD BE CONSTRUCTION, ANOTHER COMMUNICATIONS, ANOTHER PERSONAL SERVICES, ANOTHER PUBLIC SERVICES, ETC. THE TEACHER COULD MAKE UP QUESTIONS ON EACH OF THESE CLUSTERS. THE CLASS COULD BE DIVIDED INTO TWO TEAMS OR INTO SMALLER GROUPS IF REMEDIAL WORK IS NOT NEEDED BY EVERYONE.

THE GAME IS PLAYED IN TWO WAYS:

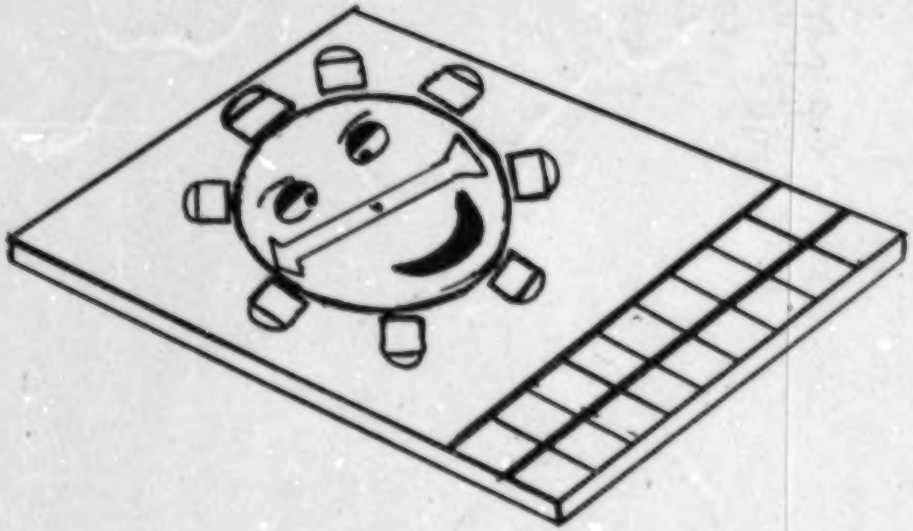
1. THE SPINNER IS USED AND THE TEAM OR PLAYER SPINNING THE SPINNER MUST ANSWER A QUESTION FROM THE LIBRARY CARD INDICATED BY THE SPINNER. THE NUMBERS ON THE POCKETS ARE THE SAME AS THOSE ON THE SPINNER. THE STUDENT COULD COME UP AND SPIN THE SPINNER.
2. RATHER THAN USE THE SPINNER, THE TEAM OR STUDENT COULD SELECT THE CATEGORY HE WISHES TO ANSWER A QUESTION FROM. THIS IS SOMEWHAT LIKE THE T.V. SHOW.

GOING ON VACATION



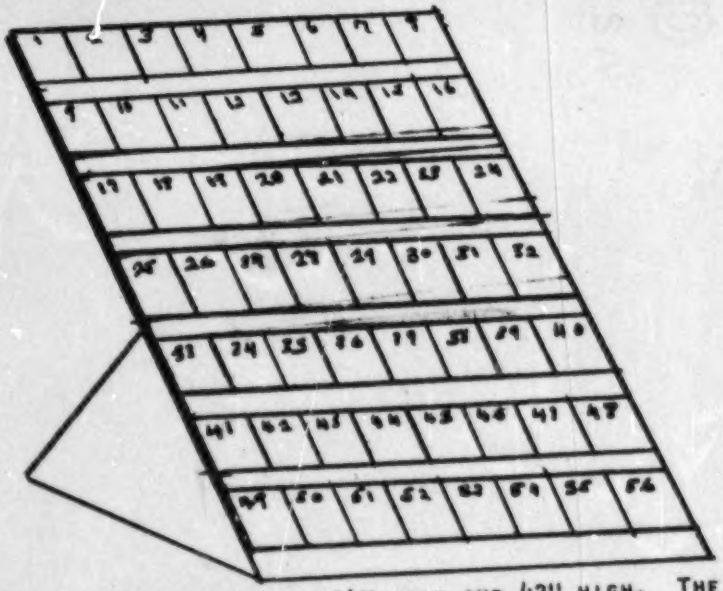
On each park spot is placed a set of cards representing a job or profession, such as teacher, doctor, plumber, etc. On each set of cards is indicated the good and the bad points of that profession. For each good point the player may move his piece a certain number of spaces. (The number of spaces is indicated on the card.) For each bad point the player must back up a set number of points, as indicated on the card. The first player to get to the end of his row is the winner. He has arrived on vacation. This game attempts to teach that all jobs have good and bad characteristics.

SUN SHINE FACE



The Sun Shine Face is a gameboard to be used from kindergarten through grade six. The game itself is made on corrogated cardboard. The spinner is made from a plastic bleach bottle, and card pockets are glued on by each number. At the bottom of the board are stacked cards that are to be matched with cards in the pockets. For example, pictures of tools could be pasted on cards at the bottom of the board. Pictures of workers could be placed in the pockets around the board. When the spinner is spun, the student matches a card from the bottom of the board with the worker the plastic spinner points to.

CONCENTRATION GAME

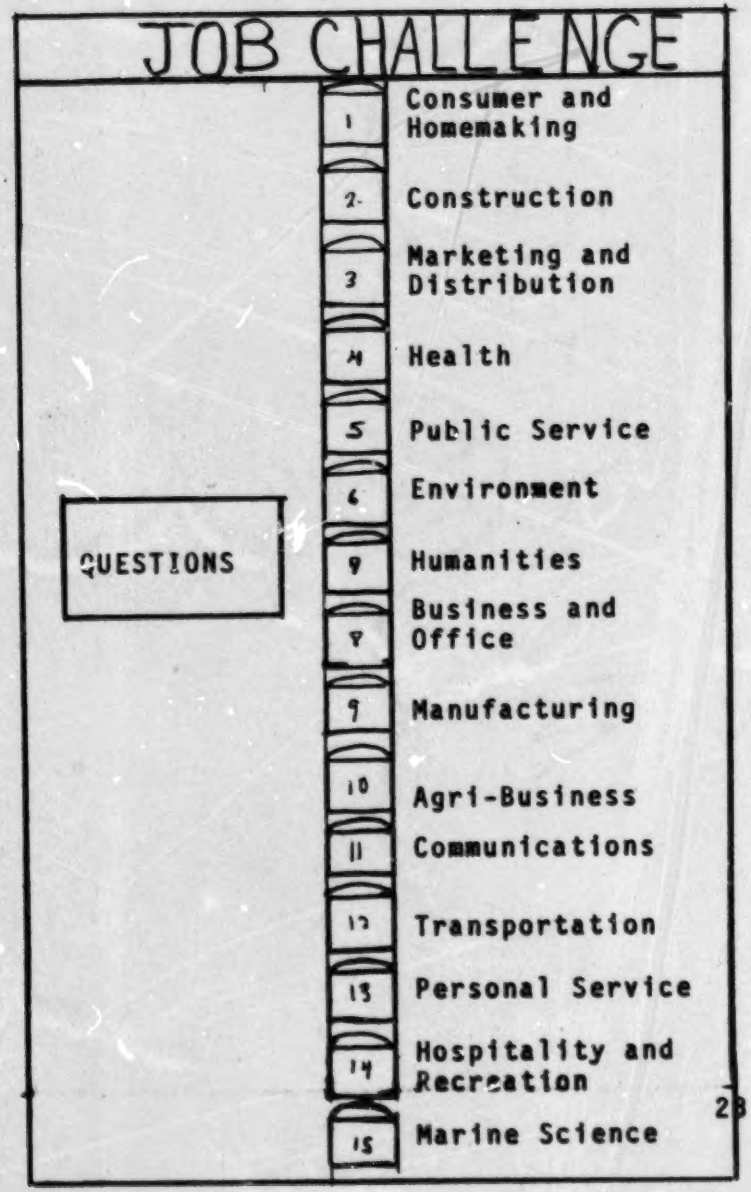


THE CONCENTRATION GAME IS MADE ON A PIECE OF 7/16" CARDBOARD 24" WIDE AND 42" HIGH. THE SPACE ON THE BOARD SHOULD BE LARGE ENOUGH TO ACCOMMODATE A 3" X 5" CARD. USE PAPER PUNCHES TO MAKE A HOLE IN THE CARD. THE PEGS MAY BE MADE FROM VARIOUS THINGS, SUCH AS PLASTIC SODA STRAWS, DALLING RODS, ETC. IF THE TEACHER USES PLYWOOD, NO. # 8 NAILS MAKE GOOD PEGS.

WHEN IN USE THE BOARD MAY BE PLACED ON A CHALK TRAY. THE GAME MAY BE USED FROM KINDERGARTEN THROUGH SIXTH GRADE. AT THE KINDERGARTEN LEVEL THE MATCHING PICTURES MAY BOTH BE TURNED OUT SO THE STUDENTS CAN SEE THEM. ONE STUDENT AT A TIME IS ALLOWED TO COME UP AND TAKE OFF THE CARDS THAT MATCH.

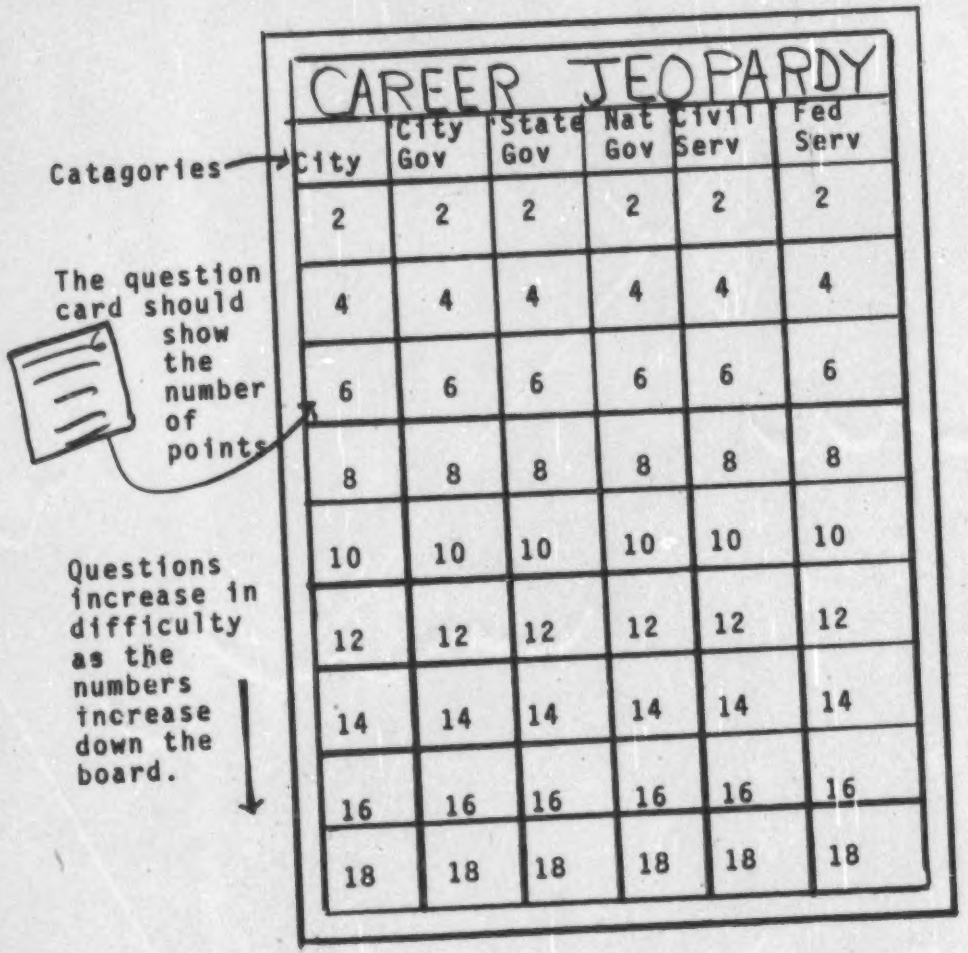
IN THE SECOND AND THIRD GRADES ONE CARD COULD BE TURNED OVER AND ONE LEFT FACING THE STUDENTS. THIS MIGHT BE CALLED HALF-CONCENTRATION. THE STUDENTS PLAY IT ACCORDING TO THE RULES OF CONCENTRATION WHICH IS TO LOOK FOR MATCHING PAIRS.

BEGINNING WITH GRADE FOUR ALL CARDS MAY BE TURNED OVER AND EACH PLAYER CALLS FOR TWO CARDS. IF THEY MATCH, HE KEEPS THEM. IF THEY DO NOT MATCH, HE REPLACES BOTH CARDS FACE DOWN ON THE BOARD, AND ANOTHER STUDENT TRIES. THE STUDENT WHO GETS THE MOST MATCHES WINS.



A series of questions is prepared dealing with each of the fifteen clusters. These questions are mixed and placed in the question pocket on the gameboard. The teacher or a student may operate the game. The class is divided into two teams as in a spelling "B." The teacher takes a card from the pocket and asks one of the two teams. The teams alternate turns. If the student identifies the correct cluster, the question card (3" X 5") is placed in the pocket beside the cluster title and that student's team receives one point. The score could be kept on the chalk board by a student. ~~𝍸 𝍸~~ 𝍸 ||| If the student does not answer correctly, the question goes over to the opposing team and so on until the cluster is identified.

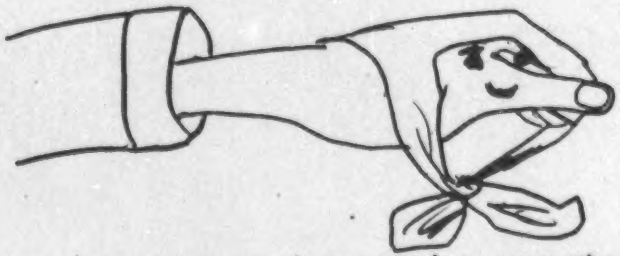
CAREER JEOPARDY


CAREER JEOPARDY
Catagories
City
City Gov
State Gov
Nat Gov
Civil Serv
Fed Serv
2 2 2 2 2 2
4 4 4 4 4 4
6 6 6 6 6 6
8 8 8 8 8 8
10 10 10 10 10 10
12 12 12 12 12 12
14 14 14 14 14 14
16 16 16 16 16 16
18 18 18 18 18 18
The question card should show the number of points
Questions increase in difficulty as the numbers increase down the board.

The teacher (or class) prepares a set of questions concerned with a cluster. For example in transportation the catagories could be train, bus, trucking, boating, airlines. These questions are placed in the card pockets with the easy questions at the top and the more difficult questions at the bottom. The student is abil, therefore, to select a question of the difficulty that he feels he can deal with. If the student answers correctly, he receives the number of points indicated on the card pocket. The game may be played as a total class activity with each student competing for himself. The game may be used as in a spelling "B" with the class divided into two teams, or it may be used by a small group of students in a learning center activity.

CAREER PUPPETRY

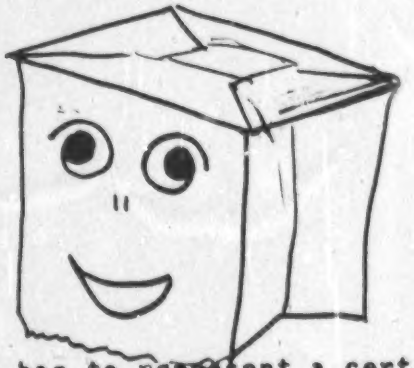
One way of making a puppet that is simple, workable and quick to make is the fist. Wrap a handkerchief around the fist leaving the curled up thumb exposed to serve as the mouth of the puppet.



handkerchief

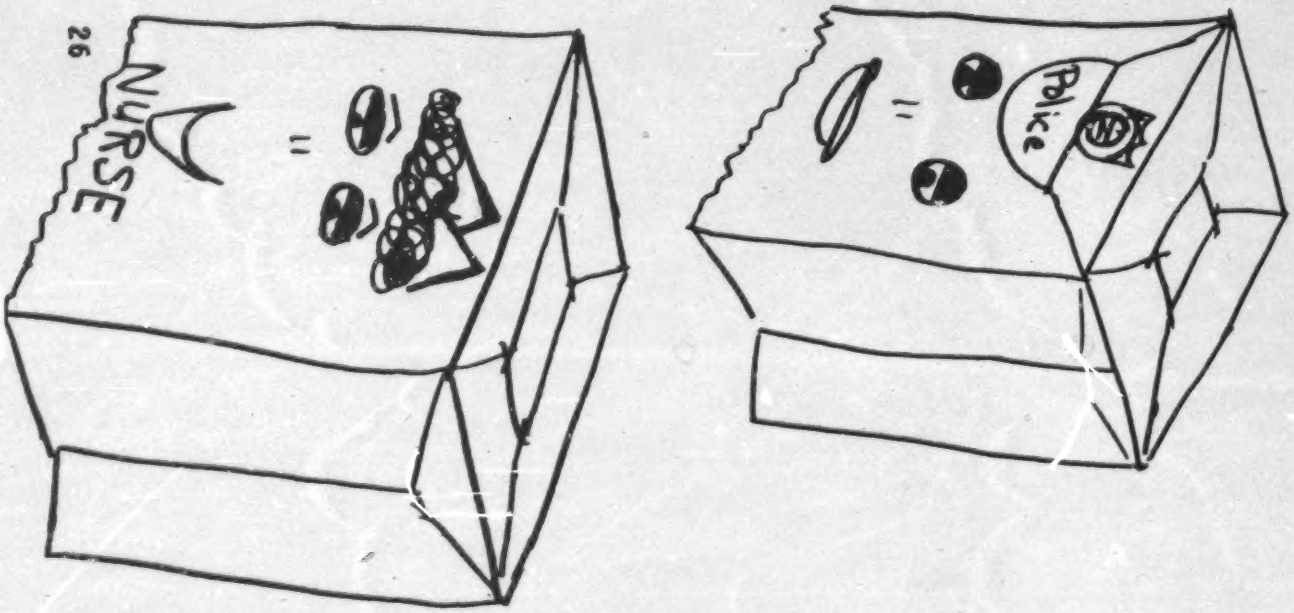
Paint on eyes with a magic marker or paste on round pieces of black construction paper.

Another approach to inexpensive puppetry is to use a small brown paper bag. Draw or paint a face on one side of a small brown paper bag and then slip this bag over the hand.



The students can decorate their bag to represent a certain worker, such as a nurse, doctor, carpenter, policeman, fireman, etc.

27


26
NURSE
=
=
Police

MY JOURNAL

Tell it like it is. Girls and boys like to keep a diary. Most fifth and sixth grader and even some third and fourth graders have the necessary skills for writing a journal. This journal will help them think about the future and what they want to be. They may want to keep the journal all year and in it summarize each week the class activities related to the "world of work." The students could express their feelings about what they want to be at the beginning of the year and then periodically throughout the year. The students should be encouraged to think and experiment and learn about many jobs. It should be made clear that the selection of a career is a long process and that changing one's mind is normal and natural. No one at ages six to twelve can be expected to have all the information about all the jobs available, it is only natural that a student's preference will change as he gains more knowledge about the world of work.

29

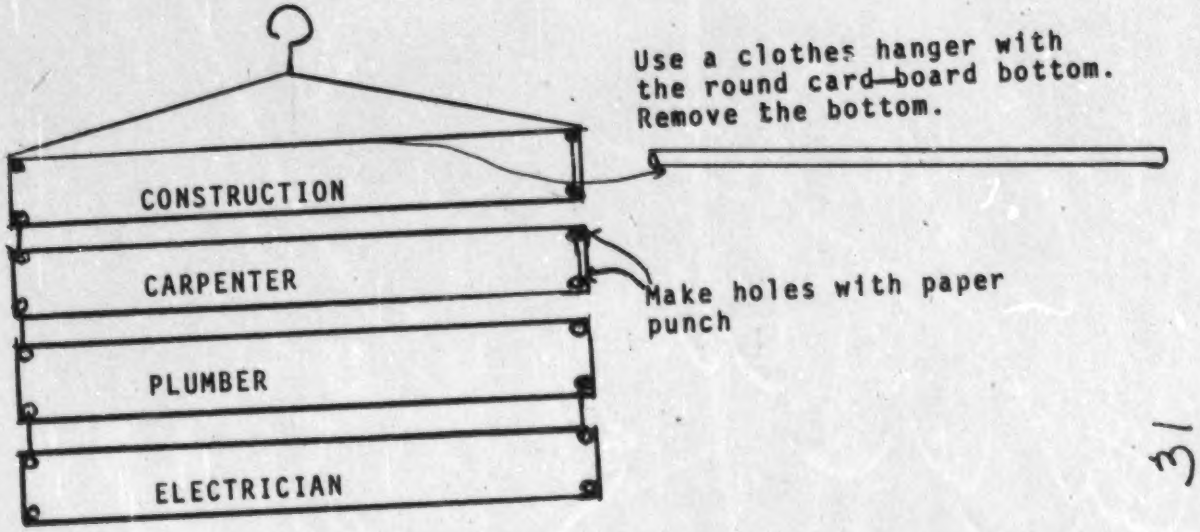
HANGING TAPESTRY

Most boys and girls like to decorate their classroom with posters, banners, and other such wall hangings. Using muslin or some other inexpensive material as a base, the picture of a worker or of a scene from the world of work could be drawn on the cloth with a crayon and the parts colored in heavily. When pressed lightly with an iron, the wax melts into the cloth and becomes permanent.

30

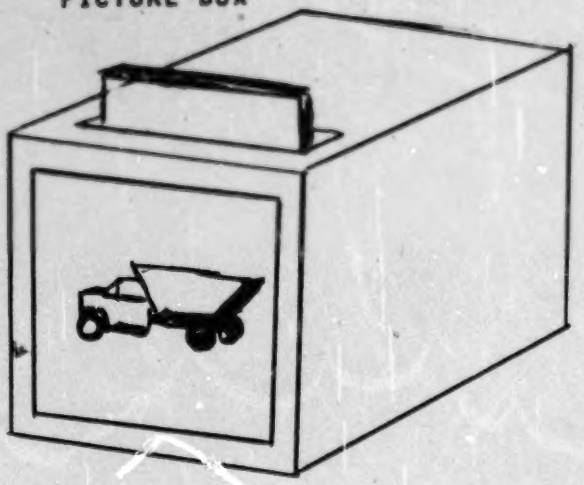
JOB HANGER

Using a coat hanger cut and attach cards cut from posterboard listing the different jobs in a particular cluster. The first card on the hanger is the title of the cluster. Below this is attached the various jobs in that cluster.



Let students prepare these cards using scissors and magic markers.

PICTURE BOX

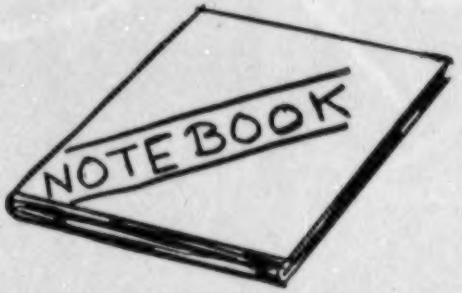


Prepare a series of pictures concerned with a particular cluster by cutting pictures from old magazines and pasting them to pieces of posterboard cut to fit the box. Place the entire set of pictures in the slot in the top of the box. As each card is discussed, pull the picture card out exposing the one behind it, etc.

32

NOTEBOOK

Many young people do not like to reveal their thoughts to parents or to peers but are willing to express themselves to their teacher.



The teacher could let her students keep such a notebook. In it the student could keep a record of his accomplishments, a list of activities, projects, field trips, resource speakers, as well as a list of books read, movies and filmstrips seen, and things written or drawn. The student could also include things about himself: likes, dislikes, interests, hobbies, jobs, height, weight, color of eyes, hair, etc.

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PREFERENCE GRAPH

The class should first prepare a chart of all fifteen clusters, as shown here. Next the class takes a survey to see how many students prefer each cluster. These are tallied and then converted to the bar graph on the chart. This could be given at the beginning of the year and again at the end of the year to see how many students have changed their thinking in the course of the year.

The class might like to do a similar graph for the parents. If one is prepared at the beginning of the year and again at the end of the year, the class could get some idea how frequently adults move from one job to another.